



## Application

### 124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

#### 140174 - Grundy Center TLC Application

#### Teacher Leadership and Compensation System

Status: Under Review

Signature: Ann E. Lebo

Submitted Date: 2015-10-15 01:39:27

Submitted By: Ann Lebo

### Applicant Information

#### Project Officer

AnA User Id Ann.Lebo@iowaid

First Name\* Ann Lebo  
First Name Middle Name Last Name

Title:

Email:\* alebo@spartanpride.net

Address:\* 1006 M Ave

City\* Grundy Center Iowa 50638  
City State/Province Postal Code/Zip

Phone:\* 319-825-5449  
Phone Ext.

Program Area Teacher Leadership and Compensation  
of Interest\* System

Fax:

Agency

#### Organization Information

Organization Name\* Grundy Center Community School District

Organization Type\* K-12 Education

DUNS: 08-537-5673

Organization Website: www.spartanpride.net

Address: 1301 12th Street

City Grundy Center Iowa 50638  
City State/Province Postal Code/Zip

Phone: 319-825-5418

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Benefactor

Vendor

Number

### Cover Sheet-General Information

#### Authorized Official

Name\* Dr. Ann Lebo

Title\* Secondary Principal

Organization\* Grundy Center CSD  
If you are an individual, please provide your First and Last Name.

Address\* 1006 M Ave

City/State/Zip\* Grundy Center Iowa 50638  
City State Zip

Telephone Number\* 319-825-5449

E-Mail\* alebo@spartanpride.net

**Fiscal Officer/Agent**

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name\* Chad Wagner  
Title Business Manager  
Organization Grundy Center CSD  
Address 1301 12th St

City/State/Zip Grundy Center Iowa 50638  
City State Zip

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County(ies) Participating,  
Involved, or Affected by  
this Proposal\* Grundy County

Congressional District(s)  
Involved or Affected by this  
Proposal\* 4th - Rep Steve King (R)  
Congressional Map

Iowa Senate District(s)  
Involved or Affected by this  
Proposal\* 4  
District Map

Iowa House District(s)  
Involved or Affected by this  
Proposal\* 4  
District Map

## Minority Impact Statement

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**Question # 1**

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. \*

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

**Question # 2**

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. \*

Not Applicable

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.  
\*

Not Applicable

If YES, present the rationale for determining no impact.

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.\*

Yes

Name of Person Submitting Certification.\*

Ann Lebo

Title of Person Submitting Certification\*

Secondary Principal

## Recipient Information

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District\*

Grundy Center Community School District

Use the drop-down menu to select the district name.

County-District Number\*

38-2727

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Mr.

Name of Superintendent\*

Jerry Schutz

Telephone Number\*

319-825-5418

E-mail Address\*

jschutz@spartanpride.net

Street Address\*

1301 12th St

City\*

Grundy Center

State\*

Iowa

Use the drop-down menu to select the state.

Zip Code\*

50638

## ***TLC Application Contact***

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Honorific	Dr.
Name of TLC Contact*	Ann Lebo
Telephone Number*	319-825-5449
E-mail Address*	alebo@spartanpride.net
Street Address*	1006 M Ave
City*	Grundy Center
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50638

## ***Demographic Profile***

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October 2014 Certified Enrollment	607
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October 2014 Free/Reduced Lunch %	30
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AEA Number	267
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**Please select the TLC model number that most closely resembles your district plan.**

TLC Model Number*	Model 3 – Comparable Plan
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## ***Narrative***

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**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

### **Executive Summary:**

A shared leadership plan for the Grundy Center Community School District started in 2011 with the implementation of the Iowa Core and continued development of the Iowa Professional Development Plan. We have seen how this structure can help us achieve our visions and goals of a district that supports a culture of learning and collaboration that builds upon teacher strengths and improving student performance. To accomplish this vision, we must procure the following measurable goals:

1. Employ, develop, and retain high quality teachers
2. Grow and foster the instructional practices of the existing staff through shared leadership, peer coaching, and collaboration
3. Increase each student's ability to think at higher and more complex levels to solve problems
4. Increase the number of students who demonstrate academic proficiency

The element that has been missing to executing our plan has been the financial resources to place some of our talented staff in positions where they can develop the level of change that will be necessary to

make our goals and visions a reality. The Teacher Leadership grant will show how we have strategically crafted positions that will enhance the district's ability to determine what students and staff need to be successful and how to meet those needs. It will assist us in answering the questions of what we want students to know, how we will know if they do, and what to do with the students that struggle to know, and how to extend the learning of those that already know.

This plan is a process to implement each aspect of the Iowa Core as it was originally intended. That work starts with the analyzing of data and the development of appropriate PD for staff so that they can continue to make adjustments for what our students are showing as needs. Our plan puts in place Professional Learning Coordinators at the K-4 and 5-12 levels to take the lead role in the collection, validation, analysis, and presentation of student assessment data. This will give us insight into what our students need to think critically and creatively to solve problems and perform at a higher level. These individuals will work with departments and collaborate with administration in the planning and facilitation of professional development aligned with district data designed to facilitate instructional changes. They will also provide teachers with the data needed for the continued implementation of MTSS, core area instruction, and research based strategies to improve achievement.

All created roles will serve on a leadership team to design professional development in the needed areas as shown by our data. This team will examine data to create goals to help impact students. Along with the Professional Learning Coordinator position, Lead Teachers will work to facilitate the delivery of the trainings to help satisfy these goals. In addition, Peer Coaches with specialized talents will be put in place to model and coach ways to help achieve these goals. Our final level of support will be Mentor Teachers who will provide specific feedback and support to new staff that are either new to the profession or new to the district. Continuous data collection will occur during this time. These data will be analyzed by the Professional Learning Coordinators who will collaborate with administration to deliver results to the leadership teams composed of each TLC role. This process will lead to staff discussions of both student success and data analysis.

This TLC grant will provide our district with the resources needed to make vital changes to aid student success. The program's worth will be calculated by multiple measurements for each of our goals. The Grundy Center Community School District is confident that this opportunity will help put our students and our school educationally in the upper tier in the state of Iowa. Our teachers have always wanted the opportunity to excel professionally, and this grant provides that possibility.

**Please select the TLC model number that most closely resembles your district plan.**

TLC Model Number	Model 3 – Comparable Plan
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## ***Narrative***

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Using Part 1 application narrative from previous application? ☐ No

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

## Part 1- Quality Planning Process

### How the Grant Was Utilized to Develop the Plan

In preparation to apply for the Iowa Teacher Leadership and Compensation (TLC) grant, the Grundy Center Community School District formed a leadership committee consisting of two administrators, two elementary teachers, two middle school teachers, two secondary teachers, and three parents. The committee itself represented all facets of our school, and the parents involved have the pulse of our community in mind. The writing process began at the start of the 2014-2015 school year. The committee met multiple times for two to three hours at the beginning of 2014 to begin the planning process. The majority of the grant money was used to pay hourly stipends to all committee members for their time spent working on the grant. Some additional funds were used to pay for substitute coverage for teachers when meetings were held during the school day. Staff members also voluntarily provided classroom coverage for teacher committee members.

Through the beginning of the 15-16 school year, the TLC planning grant was spent in the following manner:

<b>Total Allocation</b>	\$7,364.75
Stipends	\$5,240.85
Sub Pay	\$1,382.86
Community Members	\$350.00
Meeting Costs	\$252.97
<b>Total</b>	<b>\$7,226.68</b>

### How Stakeholder Groups Contributed

The committee was given reading material regarding the specifications of the grant. Throughout our early meetings we discussed the parameters of the grant and the positive impacts for our district. A variety of teacher leadership roles were researched and reviewed.

Following our initial research, a list of potential teacher leadership roles were compiled and a presentation was made to K-12 staff members. The focus of the presentation was to educate our staff regarding the purpose and progress of the TLC committee and to gather feedback from staff. During this meeting, a survey was given to our staff to gauge personal interest in involvement of previously identified roles from the committee. The survey also provided opportunity for staff to suggest additional teacher leadership roles.

The survey results indicated the staff was committed to the TLC process. Using the survey results, the committee decided on the roles that would be included in the application. A model was then designed that would effectively meet the needs of our district. This model was presented to the staff for final approval.

Once the grant-writing process began, the committee (consisting of parents, faculty, and administration) formulated a draft grant proposal. The draft proposal was presented to stakeholders to

garner additional feedback. The plan was then presented to the school board to ensure the financial parameters and educational goals coincide with the district vision and initiatives.

The Grundy Center Community School District TLC grant was made transparent to all community members, students, and teachers through our various informational school outlets (including our website, Facebook page, Twitter account, and parent/teacher/student conferences). Our committee members also serve as liaisons to the community to answer any questions about the various roles that will be put in place.

With extensive time spent by committee members, coupled with the opinions of various stakeholders, we feel confident that the Grundy Center Community School District has an exemplary plan for implementing our teacher leadership program. This grant will allow our district to facilitate the professional advancement of our high quality teachers, increase student achievement, and allow growth in our district that otherwise would not be possible.

### Description of Support & Commitment

Feedback obtained from the staff survey indicated 64% of our staff was interested in one or more of the proposed leadership roles. Specific feedback resonated with our district's need to implement a system which emphasized the talents of our district. They felt the system would enable them to *“collaborate and share with other teachers...keep us on the cutting edge of quickly changing educational practices...find the best resources...provide exemplary teaching practices for new teachers within the district.”*

Other stakeholder groups which were involved also demonstrated support throughout the grant writing process. 100% of the parents invited to attend the informational meeting committed to participating on the TLC committee. The administrative team as a whole emphasized the significance of implementing the leadership roles. According to the Secondary Principal “I get to see all of the wonderful things you do in your rooms. Allowing you to share your talents with each other can be a very power tool.”

## Narrative

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Using Part 2 application narrative from previous submission? ☐ No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

#### State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

### Part 2- Connecting State and Local Vision and Goals

As we developed our teacher leadership roles (Professional Learning Coordinator, Lead Teachers, Mentors, and Peer Coaches) we began with our district's vision and goals:

**Grundy Center Community School District Vision:**

The Grundy Center School Community will empower its individuals with the attitudes, skills and knowledge needed to become responsible, fulfilled and productive citizens.

**DISTRICT LONG RANGE GOALS:**

*Goal 1: All K-12 students will achieve at high levels in reading comprehension.*

*Goal 2: All K-12 students will achieve at high levels in mathematics.*

*Goal 3: All K-12 students will achieve at high levels in science.*

**District Goals:****Elementary**

The elementary building has a continued goal to improve student achievement in reading and math. In 2015-16, the elementary was identified as a Title I SINA school in reading for identified subgroups.

**Middle School/High School**

The middle school and high school has a continued goal to improve student achievement in reading, math, and science. In 2015-16, the middle school and high school missed AYP in reading for identified subgroups.

In continued efforts to improve student achievement, the elementary has developed a SINA team along with specific literacy goals to create awareness and provide support for students, families, and staff.

The creation of teacher leadership roles would greatly enhance the opportunities for professional growth and student improvement in the area of literacy.

**TLC and District Goal Connection:**

Currently our district has an abundance of information and data to help drive decisions but struggle with the ability to put it all to use due to staff constrictions. Incorporating the new teacher-leadership roles will allow our district to utilize our existing data in expanded capacities to meet our district-wide needs. The connection between our district goals and the TLC system will provide a process to connect staff with needed resources based on the identified needs of our students.

In connection to the vision and goals listed above, our district embraces the goals of the Teacher Leadership and Compensation plan:

<i>State Theory of Action</i>	<i>Grundy Center TLC Plan</i>
<i>"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;</i>	In our district, the TLC plan will allow us to compensate teachers with an improved base salary, recruit and promote talented teachers as veteran teachers retire, and provide support through improved mentorship roles for the new staff.
<i>create the political will and understanding necessary to remake the status of the teaching profession;</i>	Our TLC model allows teachers to take on various leadership roles in mentorship of new staff and provide professional development pertaining to their expertise.
<i>give highly effective teachers opportunities to grow, refine, and</i>	Our current Professional Development framework allows teachers to work in Professional Learning Networks and



<i>share their expertise;</i>	Professional Learning Communities to study areas that will increase student achievement. Through the TLC leadership roles, teacher leaders will have the opportunities to <u>educate</u> , <u>mentor</u> , and <u>lead their peers</u> in various capacities pertaining to their studies.
<i>and develop a clear system with quality implementation,</i>	Specific duties of the <b>Professional Learning Coordinators, Lead Teachers, Mentors, and Peer Coaches</b> are explained through the application procedure.
<i>then ... student learning will increase,</i>	Our <b>Professional Learning Coordinators</b> will spearhead efforts to ensure we are improving student learning by analyzing Iowa Assessments, MAP testing results, and FAST data. The <b>Professional Learning Coordinators</b> will then determine student deficiencies and create an action plan for teachers to implement.
<i>student outcomes will improve, and</i>	Our <b>Professional Learning Coordinators</b> will work with our <b>Lead Teachers</b> and <b>Peer Coaches</b> to ensure alignment of the K-12 curriculum and assessment action plan. This alignment will guide parent/student conferences to increase student performance awareness and to set focused goals.
<i>students will be prepared to succeed in a globally competitive environment."</i>	Analysis of district curriculum and current teaching practices by our Teacher Leaders will allow us to pinpoint gap areas to better prepare our students for a globally competitive environment.

Using Part 3 application narrative from previous submission?\*

No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

### Part 3- Connections to Educational Improvement Efforts

The TLC plan will allow our District to supplement and improve existing programs. The District has taken steps to ensure the TLC plan supports all instructional initiatives and strengthens the school and community climate, culture, and relationship building.

Our positions reflect the vision, "In Grundy Center, the school district is progressive and provides a positive and safe learning environment where every student engages in challenging academic opportunities that require critical thinking and problem solving skills."

The strength of this TLC Plan is that it addresses the needs of all students across all content areas. We are currently using Multi-Tiered System of Supports (MTSS) within general education classrooms. The essential component of MTSS plan is to "plan, resource, deliver, and assess multi-tiered instruction in accordance with student needs identified through multiple, diverse, and frequent assessments." The structure has been developed in such a manner that teacher leaders' efforts will result in positive outcomes for teachers and students. We use this support to strengthen core literacy instructional practices, Iowa Core Implementation, and STEM (science, technology, engineering, mathematics).

We are also working on achieving high standards in literacy within our school district. We have implemented the Reading Recovery program at the elementary level. With this program in place we hope to push lower achieving elementary students back up into the range that will show success. We have also expanded the implementation of literacy components in our middle school instruction to push achievement scores up. The positions listed below will help to increase student achievement within this literacy focus as well.

The following teacher leadership positions are designed to improve teaching and learning:

1. The Professional Learning Coordinator will take a lead role in the collection, validation, analysis, and presentation of student assessment data. They will also collaborate with administration and/or Lead Teachers in the planning and facilitation of professional development aligned with district data designed to facilitate instructional changes. The coordinator will be able to provide teachers with data needed for MTSS, core instruction, and research-based strategies to improve achievement.
2. The Lead Teacher will ensure that the professional development and data analysis plans of the Professional Learning Coordinator are being implemented by teachers throughout the district. A Lead Teacher will also act as an expert in both theory and example on district goals and initiatives for teachers to approach with questions and needs to help meet these district goals and initiatives.
3. The Mentor Teacher will establish a professional relationship with a mentee to demonstrate and share expertise, observe and provide feedback, and facilitate growth. In addition, the Mentor Teacher will provide guidance, motivation, emotional support, and role modeling. The Mentor Teacher will assist the mentee with the implementation of the Iowa Teaching Standards. The Mentor Teacher role correlates with our TLC plan by helping to support new teachers work toward our district goals.
4. The Peer Coach will provide teacher leaders the opportunity to collaborate in a common goal area designed to improve student achievement by working with peer teachers who have a high interest or impact in improving instruction. This coach will then provide all teachers with the knowledge they obtained to utilize within the district to achieve designated goals.

The Grundy Center Community School District's TLC plan was created with positions focused on implementing our vision and meeting the needs of our District. We feel these positions will help our students and teachers achieve at higher levels and result in cumulative positive change throughout our school and community. TLC will empower our school with the ability to continue to develop, assess, adapt, and change our teaching and learning to create lifelong learners and productive citizens.

Using Part 4 application narrative from previous submission?\*

No

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

## Part 4- Improved Entry Into the Profession

### **Current Mentoring and Induction Program**

First year teachers new to the district participate in the mentoring program through our local AEA.

**Mentor Teachers**, along with mentees, participate in a two-year mentoring program through the AEA and meet on their own time to meet the mentoring objectives. Though the current model covers the requirements of the Iowa Mentoring and Induction program, enhancements can be met through creating **Mentor Teacher** positions in the district.

In addition to mentoring initial teachers, there is a need for a mentoring process for teachers with five years or less experience and all teachers new-to-district. Teachers new-to-district with a standard license are required to attend a one day district orientation; however, this one day orientation does not offer the needed support and necessary time to properly acclimate these teachers to the district. By including teachers new-to-district and those with five or less years experience in the mentoring program, morale, confidence, and effective practice will be improved.

### **Teachers Impacted by Improved Mentoring Program**

	<b>Elementary Building</b>	<b>Secondary Building</b>
<i>Initial Licensure</i>	13.6%	3.3%
<i>2-5 Years of Experience</i>	27.3%	16.7%
<i>New to District</i>	0.0%	3.3%
<b>Total % Included in Mentoring Program</b>	<b>40.9%</b>	<b>23.3%</b>

Historically, Grundy Center has a high retention of staff members; however, following the 2014-2015 school year, many veteran teachers retired. In coming years, the TLC grant will be very beneficial in returning to a low attrition rate.

As the table indicates, 41% of elementary staff members have five or less years of teaching experience, averaging 2.7 years of total experience. In contrast, the remaining veteran teachers have an average of 20 years experience. At the Secondary Building level, 20% of staff members have five or less years teaching experience. The average teaching experience of the remaining staff members is 19.23 years.

### **Mentor Teacher Positions:**

#### **Mentoring Initial Mentees**

The **Mentor Teacher** and initial mentees will have three additional days added to their contract to meet at the beginning of the school year. During this time, the mentor and mentee will have time to develop a professional relationship with each other, with the mentor assisting the mentee in achieving teaching the Iowa Teaching Standards and becoming acquainted with policies and expectations of the

district. An additional 15 documented hours may be utilized to cover parent/teacher conferences, trimester grade reportings and transitions, and Iowa Assessments. These hours will also include three observations, 1 per trimester, of both the mentee and the mentor being observed by each other. The mentee will also be allowed time to observe additional teachers in a variety of classrooms. The mentoring program is designed to provide new teachers with the tools for reflective practice in non-judgmental ways. The **Professional Learning Coordinator** will provide substitute coverage for both mentors and mentees while they are observing classrooms.

### **Mentoring Teachers New to District**

Mentors who are mentoring teachers new to district but not in their initial two years of teaching will meet with their mentees for two days at the beginning of the school year and at several key times during the school year to orient these teachers on district policies and expectations. An additional five documented hours shall be utilized to cover the handling of parent/teacher conferences, trimester grade reportings and transitions, and Iowa Assessments.

### **Mentor Teacher Requirements**

Mentors will be chosen through an application process and should have the skill sets required to implement the position with integrity. These duties must be carried out by someone who is approachable, encouraging, and who is an effective communicator with all stakeholders. It is important that the mentor help the new teacher take risks, create a balance between their professional and personal life, maintain confidentiality, and have an open-door policy that welcomes observations.

**Mentor Teachers** will be responsible for obtaining necessary training to conduct effective observations and to provide quality feedback to mentees.

### **Additional Teacher Leader Support**

The **Professional Learning Coordinator** will take a lead role in the collection, validation, analysis, and presentation of student assessment data. The coordinator will be able to provide new teachers with the data needed for MTSS, core area instruction, and research-based strategies to improve achievement.

The **Lead Teacher** will act as an expert in both theory and example for new and current teachers to approach with questions and needs to help meet district goals and initiatives.

The **Peer Coach** will provide all teachers with small group professional development based on current district needs. They will provide additional support for new staff that are joining new content areas.

## **Narrative**

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Using Part 5 application narrative from previous submission?\*

No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

## Part 5- Teacher Leader Roles

Our teacher leadership committee utilized an array of methods to assess leadership needs of the Grundy Center School District. Using the information obtained from surveys and stakeholder feedback we developed a leadership model to meet district needs while unifying and expanding the potential for impact on student learning. The positions include **Professional Learning Coordinator**, **Lead Teacher**, **Mentor Teacher**, and **Peer Coach**. Responsibilities and duties for each role were carefully scripted to provide a cohesive leadership model.

<b>Professional Learning Coordinator</b>	
<b>Number of Positions:</b> 2 <b>Engagement:</b> 100% Teacher Leadership Duties <b>Contract Days:</b> 20 Extended Contract Days <b>Supplement:</b> \$10,000	
<i>Role Summary</i>	<i>Duties/Responsibilities</i>
<p>The <b>Professional Learning Coordinator</b> will be a highly qualified educator who will facilitate district-level data analysis.</p> <p><b>Professional Learning Coordinators</b> will regularly meet with administrators and AEA representatives to employ district goals. Additionally, <b>Professional Learning Coordinators</b> for each building (elementary and secondary) will further collaborate with an emphasis on district level alignment.</p>	<p>Major functions for this position include taking a lead role in the collection, validation, analysis and presentation of student assessment data as it pertains to the Iowa Core. In addition, this role will incorporate a high level of collaboration with administrators and <b>Lead Teachers</b> in the planning and facilitation of professional development aligned with district data designed to facilitate instructional changes.</p>
<b>Connection with Existing Roles to Strengthen Instruction:</b> <p>Currently our teachers obtain and analyze student and district data in addition to implementing interventions. Creation of this role will allow teachers to focus on their areas of specialty, allowing teachers to spend more time focusing in their content area. The <b>Professional Learning Coordinator</b> will provide staff with effective ways to interpret data, provide ongoing feedback to promote effective instruction and direct building level curriculum alignment to support an increase in student achievement. Further, <b>Professional Learning Coordinators</b> will collaborate with the <b>Lead Teachers</b> to distribute meaningful student data.</p>	

<b>Lead Teacher</b>	
<b>Number of Positions:</b> 3 <b>Engagement:</b> 100% Student Instruction <b>Contract Days:</b> 10 Extended Contract Days <b>Supplement:</b> \$8,000	
<i>Role Summary</i>	<i>Duties/Responsibilities</i>
<p><b>Lead Teachers</b> are responsible for developing, implementing, and supporting plans recommended by the <b>Professional Learning Coordinator</b> in regards to</p>	<p><b>Lead Teachers</b> will serve as an expert in both theory and practice to implement district goals and initiatives and assist teachers as questions and needs arise. Additionally, <b>Lead Teachers</b></p>

professional development and data analysis. **Lead Teachers** include exemplary educators with a passion for the Grundy Center Community School District, student achievement, and teacher leadership.

are responsible for collaborating with **Professional Learning Coordinators** to guide district work in content specific areas through data-based inquiry designed to directly impact student achievement.

#### Connection with Existing Roles to Strengthen Instruction:

**Lead teachers** will accommodate staff in advancing their instructional skills and make recommendations on current research-supported best practices. During such implementation, **Lead Teachers** will further meet with teachers and evaluate current student achievement needs as a source for additional recommendations.

#### Mentor Teacher

**Number of Positions:** 3

**Engagement:** 100% Student Instruction

**Contract Days:** 3 Extended Contract Days

**Supplement:** \$3,000

<i>Role Summary</i>	<i>Duties/Responsibilities</i>
<p><b>Mentor Teachers</b> are responsible for supporting new hires into the Grundy Center School district. This role will support new teachers working towards their standard license, as well as new hires to the district. During the first year of implementation, <b>Mentor Teachers</b> will meet with administration, professional learning coordinators, AEA representatives, and <b>Lead Teachers</b> to develop an in-house mentoring program for use in future years.</p>	<p><b>Mentor Teachers</b> are responsible for establishing a professional relationship with the new teacher to demonstrate and share expertise, observe and provide feedback, and facilitate growth by aiding in the reflection and goal setting process. In addition, the <b>Mentor Teacher</b> will provide guidance, motivation, emotional support, and role modeling. <b>Mentor Teachers</b> will assist mentees with the implementation of the Iowa Teaching Standards, familiarization of district policies and routines, as well as ease the acclimation process as they transition into the school. To this end, they will arrange regular meetings with their mentee, model effective teaching practices and be prepared to discuss teaching beliefs. Additionally, <b>Mentor Teachers</b> will share knowledge of student learning and provide opportunities for classroom visits which include both the mentee observing the mentor and mentor observing the mentee. <b>Mentor Teachers</b> will utilize the observations as an opportunity to provide constructive feedback to the mentee, facilitating in the reflection process.</p>

#### Connection with Existing Roles to Strengthen Instruction:

A mentoring program is currently in place; however, the TLC mentoring program will enhance the quality of this program, allowing additional time to focus specifically on the needs of new teachers. By investing more time with new teachers, we are demonstrating the need for enhanced up front support.

#### Peer Coach

**Number of Positions:** 6

**Engagement:** 100% Student Instruction

**Contract Days:** 0 Extended Contract Days

**Supplement: \$2,000**

<i><b>Role Summary</b></i>	<i><b>Duties/Responsibilities</b></i>
Peer coaches will work in teams of three or more and contribute to district-wide growth by creating professional development proposals which align to the building and district goals. Such proposals will be presented to the TLC selection committee and evaluated for implementation. Selected teams will collaborate with staff in a constructive and meaningful way to improve teaching pedagogy and student learning as it relates to their proposed plan.	Peer coaches will be responsible for training and assisting staff with the implementation of the proposed professional development plan. In order to achieve this, peer coaches will conduct preliminary assessments with teachers to determine individualized areas of support. Furthermore, the peer coaching team will assist teachers in advancing their instruction by providing resources and feedback. Participants in this group must be willing to share an overview of their project with peers, administrators, board members, and community members. Additionally, peer coaches will be responsible for reporting data, writing a summary, and completing a final evaluation.

**Connection with Existing Roles to Strengthen Instruction:**

Currently we have staff members who have a high level of expertise in academic areas. More than 50% of the teachers in the secondary building have Masters degrees; however, there is very little time to share their expertise with others. Peer coach positions will allow teachers to share and collaborate with each other.

Using Part 6 application narrative from previous submission?\*

No

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

**Part 6- Rigorous Selection Process****Selection of Teacher Leaders**

The Grundy Center Community School District has established four teacher leadership roles that will be available to staff in grades K-12 that will require assignment through a selection committee comprised of an equal balance of administrators and teachers. The four leadership roles that will be recommended through the selection committee include: **Professional Learning Coordinators, Lead Teachers, Mentor Teachers, and Peer Coaches.**

The **Professional Learning Coordinators, Lead Teachers, Mentor Teachers, and Peer Coaches** will be selected through a performance-based selection process. These teacher-leaders will have a one year term, renewable based on a positive formative and summative evaluations.

*1. To be eligible for the application process, applicants for each position:*

- will have taught for three years and be members of the Grundy Center CSD for at least one year
- will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position

*The selection committee will review the initial applications.*

*2. After approval of initial application, prospective teacher-leaders:*

- will be interviewed by the selection committee
- will conduct model lessons
- will provide evidence to demonstrate ability for the teacher leadership position

*The committee will use rubrics to score candidate's:*

- communication skills
- understanding of how to facilitate adult education
- expertise in content and instructional practices
- expertise in curriculum development and/or vertical alignment
- commitment to professional growth

Interviews will be in late spring/early summer to ensure candidate(s) have an opportunity to participate in summer training(s) as applicable.

The selected candidates will be recommended to the district superintendent, who will then take the recommendations to the school board for approval.

### **Effectiveness and Growth of Teacher Leaders**

*Teacher leader effectiveness will be evaluated in 4 ways:*

1. Evaluation by an administrator based upon an adapted version of the Iowa Standards for School Leaders
2. Survey of staff impacted by TLC positions
3. Analysis of duties and responsibilities specific to TLC position
4. Analysis of student achievement data

*Teacher leaders will demonstrate professional growth through 3 ways:*

1. Develop SMART goals on Individual Professional Development Plan
2. Obtain professional development pertaining to TLC roles
3. Disseminate resources, strategies and tools to appropriate staff

## **Narrative**

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Using Part 7 application narrative from previous submission?\*

No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

**a) A description of the role teacher leaders will play in the creation and delivery of professional development.**

**b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional**



**Development Model (IPDM).**

*Click here To access the Iowa Professional Development Model page.*

## Part 7- Aligned Professional Development

Our teacher leadership plan will be a vital component in the design and delivery of our professional development system that aligns with the Iowa Professional Development Model (IPDM). The system will be delivered through bi-weekly two hour early outs and one full professional development day per trimester focusing on the following areas:

- Reading and Writing Workshop
- Common Core Math Initiative
- Multi-tiered System of Supports (MTSS)
- Continued Professional Learning Community Implementation
- Individualized Professional Learning Networks

Our professional development process is aligned with the IDPM and begins with the **Professional Learning Coordinator** collecting, validating, analyzing, and presenting student assessment data. These individuals will use data to plan and facilitate professional development to pave the way for instructional changes that Lead Teachers will assist in carrying out.

The **Lead Teachers** will ensure that the plans of the **Professional Learning Coordinator** are being implemented by teachers and act as an expert in both theory and example on district goals and initiatives for teachers.

In conjunction with the new initiatives and instructional changes outlined by the **Professional Learning Coordinator** and **Lead Teachers**, **Mentor Teachers** will establish a professional relationship with a mentee to demonstrate best practices and facilitate growth.

**Peer Coaches** will provide teacher leaders an opportunity to improve student achievement by collaborating with peers in a desired goal area to improve instruction. A teacher leadership team will review student achievement data semi-annually to make adjustments and to continue the improvement cycle. A comprehensive look at this process is included in the table below:

IPDM Component	How the District will Utilize Teacher Leaders to Create & Deliver PD
<b>Collecting/Analyzing Student Data (Formative Assessment)</b>	<p><b>Professional Learning Coordinator</b> will collect, validate, analyze, and present on student assessment data. They will identify student needs and prioritize trends and then share these data with <b>Lead Teachers</b> to work together to plan professional development for MTSS, core instruction, and research-based strategies to improve achievement.</p> <p><b>Lead Teachers</b> will ensure that the plans of the <b>Professional Learning Coordinator</b> are being implemented by teachers.</p>

<b>Goal Setting &amp; Student Learning</b>	<p><b>Professional Learning Coordinators</b> will lead the goal-setting process based on district data. <b>Lead Teachers</b> will work to ensure that the goals support the attainment of the Iowa Core.</p> <p><b>Mentor Teachers</b> and <b>Peer Coaches</b> will lead conversations to engage their peers in analyzing and using data to set new goals that will strengthen instructional practices across content areas.</p>
<b>Selecting Content</b>	<p><b>Professional Learning Coordinators</b> will work with District administrators in selecting content for professional development based on district data and new initiatives.</p> <p><b>Professional Learning Coordinators</b> will study potential professional development content and offer feedback on the best ways to achieve all elements of the Iowa Core.</p> <p>They will also work with <b>Lead Teachers</b> in identifying best practices and strategies that will be helpful for teachers.</p>
<b>Designing Process for PD</b>	<p><b>Professional Learning Coordinators</b> and <b>Lead Teachers</b> both play fundamental roles in this process. These leaders will work together as a team to design the delivery process for PD. This will entail producing a timeline for delivery and the selection of content providers.</p> <p>They will both work together and with District Administration to assure the vertical articulation of the best practices and strategies in K-4 or 5-12, and provide input on current district initiatives and how professional development supports them and aligns with the Iowa Core.</p>
<b>Training/Learning Opportunities</b>	<p>The <b>Lead Teachers</b>, <b>Mentor Teachers</b>, and <b>Peer Coaches</b> will co-teach and model learning strategies being studied in professional development. They will also work to field questions on implementation and strategies to use in the classroom.</p>
<b>Collaboration / Implementation</b>	<p>The <b>Professional Learning Coordinator</b> will work closely with district administration and <b>Lead Teachers</b> to determine the next steps for professional development and implementation of district initiatives.</p> <p><b>Lead Teachers</b> will work closely with <b>Mentor Teachers</b> to ensure what is being highlighted in PD carries over into the classroom. They will then adjust the implementation based on feedback, observations, and PD discussions.</p> <p><b>Peer Coaches</b> will also demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers.</p> <p>All leadership positions will serve on the District's Leadership team and will analyze the impact of PD.</p>
<b>Ongoing Data Collection (Formative Evaluation)</b>	<p><b>Professional Learning Coordinators</b> and <b>Lead Teachers</b> will collect progress data on the professional development execution and results. This will be done with surveys, evaluation forms, and student achievement data. These leaders will also present a formative data set based on this information five times per year at our District Leadership team meetings and School Board Meetings.</p>

**Program Evaluation  
(Summative)**

Our leadership team made up of all leadership positions will use the ongoing data collected about professional development and align the data elements with the program goals. This will include the Iowa Professional Develop Model rating tool, implementation data, survey data, and student achievement data. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.

Using Part 8 application narrative from previous submission?\*

No

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

## Part 8- Evaluation of Effectiveness

The Grundy Center TLC plan was developed to 1) employ, develop, and retain high quality teachers 2) to grow and foster the instructional practices of the existing staff through shared leadership, peer coaching, and collaboration 3) to increase each student's ability to think at higher and more complex levels to solve problems, and 4) to increase the number of students who demonstrate academic proficiency.

### Determination of TLC Program Effectiveness

Outcome (Goal Alignment)	Monitoring Plan	Measurement (ST=Short Term; LT=Long Term)	Adjustments
<b>Goal 1:</b> <i>Employ, develop, and retain high quality teachers.</i>	Analyze teacher application data.  Analyze teacher retention rates.  Analyze number of teachers holding a TLC role.	Ratio of applicants with proper endorsements applying for each vacant position (ST)  Attrition Rate (LT)  Ratio of staff holding TLC roles to overall staff (LT)  % of staff obtaining graduate credits and obtaining higher level degrees (LT)	Job descriptions & selection process for Teacher Leaders will be adjusted based on the Teacher Leadership and Compensation Grant Committee feedback.
<b>Goal 2:</b> <i>Grow and foster the instructional practices of the existing staff through shared leadership, peer coaching, and collaboration</i>	Implement staff surveys to gauge effectiveness of teacher leader roles.	% of teachers who consider the Teacher Leadership Roles effective (ST)	Adjust coaching methods or professional development to meet current needs of staff
<b>Goal 3:</b> <i>Increase each student's ability to think at higher and more complex levels to solve problems</i>	Measure student engagement through an adapted Instructional Practices Inventory (IPI).	% of students involved in higher level thinking in accordance with the adapted IPI rubric (ST)	Teacher Leaders guide staff to adjust teaching practices in accordance with adapted IPI rubric.
<b>Goal 4:</b> <i>Increase the number of</i>	Analyze student achievement data.	Analysis of MAP, Iowa Assessments, and FAST	Analyze data to modify TLC plan.

<i>students who demonstrate academic proficiency</i>	Analyze student numbers receiving intervention supports.	assessment data from Fall to Spring (ST)  % of students in need of content based interventions. (LT)	
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Using Part 9 application narrative from previous submission?\*

No

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

## Part 9- System Sustainability

### Capacity

The majority of the Grundy Center staff seek leadership roles and would welcome new opportunities for leadership positions. The adopted Teacher Leadership Compensation Plan will enhance our system by creating leadership opportunities for all teachers. Many of our teachers already seek out leadership positions, including the School Advisory Cabinet and PLC Leadership Teams, the School Improvement Advisory Committee, the General Education Intervention Team, the Health and Wellness Team, the Climate and Culture Team, and the Teacher Leadership and Compensation Team.

### Past Successes

Through the implementation of Professional Learning Communities, teachers have worked collaboratively to study and research district initiatives leading to successful implementations such as Multi-Tiered System of Supports, Reading and Writing Workshop Model, and the utilization of Learning Management Systems and Career Exploration Workshops for students. The entire staff has attended the DuFour's Professional Learning Community Institute, and the secondary staff was trained in Authentic Intellectual Work. The majority of staff has also either been trained in Instructional Practices Inventory (IPI) or reviewed IPI data. The IPI process has helped to provide opportunities for teachers to see what is occurring outside their own classroom, which has resulted in the desire to implement the teacher leadership roles stated below.

### Future Plans

Our plan includes detailed job descriptions for each teacher leadership position. The roles included in the plan are:

- Two **professional learning coordinators** who will analyze student achievement data to aid in curriculum development.
- Three **lead teachers** who will assist staff in implementing strategies based on the data from the professional learning coordinator and provide continuous support of the implementation in the classrooms.
- Three **mentor teachers** who will provide guidance, motivation, emotional support, and role modeling to teachers new to the profession and new to the district.
- Two teams of three **peer coaches** who seek to improve student achievement by collaborating with peer teachers who have a high interest or impact in the desired goal area to improve instruction.

Upon interest in one of the leadership positions, teachers will apply for the desired position and meet with the Teacher Selection Committee (composed of an equal amount of administrators and teachers).

The selection committee will use a rubric to evaluate the applicants and make final recommendations to the superintendent.

After accepting the leadership position, teacher leaders will be provided with training and support through the AEA and state-level resources. The leaders are also encouraged to collaborate with one another. The professional learning coordinators will work closely with the lead teachers, mentor teachers, and peer coaches within their building and district to provide a cohesive link between all of the roles. The focus of such interactions is alignment of our district curriculum, building a cohesive leadership model, and increasing the propensity of data-driven decision making.

### **Sustainability**

Grundy Center's TLC plan has included procedures to follow in order to sustain the program for the future. The superintendent, administrative team, school board, TLC team, and staff will all be responsible for ensuring success of the plan through by using the following protocol:

- The TLC team will meet bi-annually to review the implementation of the plan and make suggestions as needed.
- Peer reviews will be administered per trimester to offer the teacher leaders feedback and suggestions.
- Teacher leaders will be asked to set goals and self reflect on their position.
- Teacher leaders will meet monthly with administration to review logs of staff interactions and to discuss the effectiveness of their position.
- The administrative team will provide annual evaluations of the teacher leaders.
- Teacher leaders will communicate progress to the Grundy Center School Board.

## **Assurances**

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**Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.**

**Minimum Salary** – The school district will have a minimum salary of \$33,500 for all full-time teachers.\* Yes

**Selection Committee** – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\* Yes

**Teacher Leader Percentage** – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in Yes

teacher leadership roles  
beyond the initial and  
career teacher levels.\*

**Teacher Compensation – A**  
teacher employed in a  
school district shall not  
receive less compensation  
in that district than the  
teacher received in the  
school year preceding  
implementation of the  
district's TLC plan.\*

Yes

**Applicability – the**  
framework or comparable  
system shall be applicable  
to teachers in every  
attendance center operated  
by the school district.\*

Yes

## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$72,470.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$108,316.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$4,010.76
<b>Totals</b>	<b>\$189,796.76</b>

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

**Certified Enrollment  
Number\*** 607.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

**District Enrollment-Based  
Allocation** \$189,796.76

**Total Allocation** \$189,796.76

## Other Budgeted Uses - Description

Item description	Amount budgeted
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## Total Allocation Budgeted

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Total Projected Amount to be Expended \$189,796.76

*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted \$0.00

## Budget Alignment

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Using Part 10 application narrative from previous application?\*

No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

### Part 10- Aligned Budget

The anticipated TLC budget is arrived by using an enrollment of 607 students. At \$312.68 per student, this totals \$189,796.76.

The TLC funding will be utilized to achieve district goals. The elementary has a continued goal to improve student achievement in reading and math. The middle/high school has a continued goal to improve student achievement in reading, math, and science. The creation of TLC roles would greatly enhance the opportunities for professional growth and student improvement in all academic areas.

#### **TLC and District Goal Connection:**

Our district has an abundance of data to help drive decisions but struggle with the ability to put it all to use due to staff constrictions. Incorporating the new TLC roles will allow our district to utilize our existing data in expanded capacities to meet our district-wide needs. The connection between our district goals and the TLC system will provide a process to connect staff with needed resources based on the identified needs of our students.

#### **Proposed Teacher Leadership Positions:**

#### **Professional Learning Coordinator:**

**Role Summary-** The **Professional Learning Coordinator** will be a highly qualified educator who will facilitate district-level data analysis. **Professional Learning Coordinators** will regularly meet with administrators and AEA representatives to employ district goals. Additionally, the **Professional Learning Coordinator** from each building will collaborate to create district level vertical alignment.

**Connection with Existing Roles to Strengthen Instruction-** Currently our teachers obtain and analyze student and district data in addition to implementing interventions. The **Professional Learning**

**Coordinator** will provide staff with effective ways to interpret data, provide ongoing feedback to promote effective instruction and direct building level curriculum alignment to support an increase in student achievement. Further, **Professional Learning Coordinators** will collaborate with the **Lead Teachers** to distribute meaningful student data. Creation of this role will allow teachers to make data-driven decisions tied to their specific content area.

#### **Lead Teacher:**

**Role Summary-** **Lead Teachers** are responsible for developing, implementing, and supporting plans recommended by the **Professional Learning Coordinator** in regards to professional development and data analysis. **Lead Teachers** include exemplary educators with a passion for student achievement and teacher leadership.

**Connection with Existing Roles to Strengthen Instruction-** **Lead teachers** will accommodate staff in advancing their instructional skills and make recommendations on current research-supported best practices. During such implementation, **Lead Teachers** will further meet with teachers and evaluate current student achievement needs as a source for additional recommendations.

#### **Mentor Teacher:**

**Role Summary-** **Mentor Teachers** are responsible for supporting new hires into the district. This role will support new teachers working towards their standard license as well as new hires to the district. During the first year of implementation, **Mentor Teachers** will meet with administration, professional learning coordinators, AEA representatives, and **Lead Teachers** to develop an in-house mentoring program for use in future years.

**Connection with Existing Roles to Strengthen Instruction-** A mentoring program is currently in place; however, the TLC mentoring program will enhance the quality of this program, allowing additional time to focus specifically on the needs of new teachers. By investing more time with new teachers, we are demonstrating the need for enhanced up-front support.

#### **Peer Coach:**

**Role Summary-** Peer coaches will work in teams of three or more and contribute to district-wide growth by creating professional development proposals which align to the building and district goals. Such proposals will be presented to the TLC selection committee and evaluated for implementation. Selected teams will collaborate with staff in a constructive and meaningful way to improve teaching pedagogy and student learning as it relates to their proposed plan.

**Connection with Existing Roles to Strengthen Instruction-** Currently we have staff members with high levels of expertise in academic areas. More than 50% of the teachers in the secondary building have Masters degrees; however, there is very little time to share their expertise with others. Peer coach positions will allow teachers to share and collaborate with each other.

#### **Total cost for TLC positions:**

<b>Professional Learning Coordinators</b>	2 Positions at \$50,000 (Teacher Backfill) + 2 (\$10,000) Stipends + FICA	\$123,316.00
<b>Lead Teachers</b>	3 Positions at \$8,000 Stipends + FICA	\$27,979.00



<b>Mentor Teachers</b>	3 Positions at \$3000 Stipends + FICA	\$10,492.00
<b>Peer Coach</b>	6 Positions at \$2000 Stipends + FICA	\$13,990.00
<b>TLC Position Total:</b>	<b>14 Positions</b>	<b>\$175,777.00</b>
<b>Total Surplus:</b>	<b>Estimated Use:</b> <ul style="list-style-type: none"><li>• Substitutes (\$5000)</li><li>• Professional Development for TLC positions (\$3000)</li><li>• Professional Development Materials (\$2000)</li><li>• MTSS Support (remaining)</li></ul>	\$14,010.76
<b>Total:</b>		\$189,796.76